

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, MARCH 9, 1886.

No. 3.

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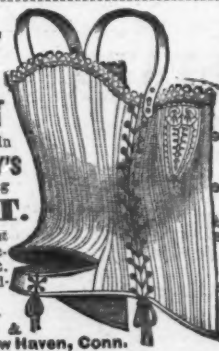
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Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, MARCH 9, 1886.

No. 3.

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SEND all money by money order or in registered letter, or draft on St. Louis or New York.

WHAT amount of money will be needed in your district for the next year, to sustain the schools for nine months?

WHEN are the estimates to be made for defraying expenses of the schools for next year? What is the amount needed? Will it be secured?

THE illiterate workman is always and everywhere inferior to the intelligent workman.

EDUCATE the people, and they are able not only to take care of themselves, but to earn a surplus, with which the State is enriched.

If men are removed from the public service without cause, the Senate and the people must know the reason why such removals are made.

The people of the United States will defend themselves against a "one man power."

PROF. HAYNES promises some of the best music, too, ever furnished, at the next State Teachers' Association at Sweet Springs. Let us make it a "Jubilee Meeting" in all respects—numbers, papers, enthusiasm and practical work.

Make your calculations early, to go.

It is the duty of this Republic to defend itself from ignorance and its helplessness, from illiteracy and its dangers.

THE "Powers of the Annual Meeting" will be found in Section 7,031 of the Missouri School Law. All these provisions should be studied carefully by teachers and school officers.

To the "Old Guard" who have been with us for eighteen years with their money and sympathy and strong words of commendation of our work for the schools of the United States, we tender our thanks. We appreciate all this more and more as the years go by. New friends take the place of a great number who have gone to their reward beyond, and yet these too are with us, constantly. A good influence never dies; a good deed is always remembered. A righteous act streams on to make light the pathway of on-coming generations—hence the good never die.

AN intelligent teacher writes from Texas that in the matter of "Tools to work with in the school room, I believe we are behind all other States in this advanced age. Our common school houses are, for the most part, of an ancient order, only now and then any modern fixtures introduced. There is so much to do that we need maps, charts and desks. Our benches are of the most rigidly economical style, which render many school rooms little less than a place fit for penal servitude."

THE ruffian has no rightful place among gentlemen; least of all in an institution of learning.

FOUR months' school of five days in the week means only eighty days of schooling a year of six hours a day, if every pupil goes every day. Pupils do not go every day—so that the average voter gets only about forty days' schooling per year in Missouri. Is that enough to make an intelligent law-maker?

Is it any wonder that we have bad legislation?

We must make good laws, which establish and maintain justice and equality, or we must smart for and pay for unequal laws and unjust laws.

Can we educate the people with a four months' term of school?

The answer is plain. We cannot do it.

The remedy is to vote a nine months school at the annual meeting, on the first Tuesday in April next.

POUR in the petitions to your members of Congress for Federal Aid to Education.

We will cheerfully and promptly furnish you all the blanks you need. If you are not supplied, send to the AMERICAN JOURNAL OF EDUCATION, St. Louis, and they shall be sent at once.

THE local newspapers reach the people largely, and most of them are very glad to have the teachers or bright pupils send in items of the progress made in the schools.

We suggest that this be done to a much greater extent all through the West and South than it has ever been done before.

Let the people know what you are doing in the schools with the children.

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In a Republic, illiteracy is suicide.

THE necessity, the constitutionality and the expediency of the Blair Bill has been fully established by the exhaustive debates on the measure in the Senate of the United States.

It is not a party measure in any sense—it is not sectional in any sense. It will be a temporary help where help is most needed, and at a time when it is most needed. Every one of our four hundred thousand teachers should be circulating petitions for this measure, and sending them on without delay to members of the House of Representatives in Washington, D. C.

Send in the petitions.

DID you look up the school law as to "estimates" for the next school year, to see when they are to be made and how they are to be made, and the amounts necessary to sustain the schools nine months in the year. These are important measures.

THE great meeting of the State Teacher's Association at Sweet Springs next summer should be one representing 19th century ideas.

WHERE has it ever occurred that general illiteracy has not been attended by general depression and depravity? Ignorance costs. Intelligence pays.

IMMEDIATE steps should be taken by all teachers to send petitions to members of Congress for Federal Aid to Education.

The money is in the Treasury. The constitutionality of the measure is fully settled. If you have any doubts as to its necessity, consult the records as to the short terms of schools, the poor pay of teachers, and the consequences of illiteracy, and its dangers, too. Pour in the petitions.

TEXT-BOOKS and books of reference should be regarded as necessary apparatus, the same as maps, globes and blackboard surface, and should be furnished at the public expense.

SEND to us for forms of petitions for Federal aid to Education. They shall be sent promptly and cheerfully. We are all the time, in various ways, helping to do just what the Blair Bill proposes to do—help the weak and the ignorant. In fact, what is strength for, but for this very purpose?

"Giving will not impoverish, or withholding make rich" in this case. Pour in the petitions.

LET us give earnest heed to all new light which culture and experience brings.

Shakespeare says:  
"Security is mortal's chiefest enemy."

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#### ABOUT ESTIMATES.

HOW much money will it take to keep up the schools nine months? How much to pay the teacher \$50 per month for the nine months? How much for other expenses? Is this all understood? Has it all been talked over? Have you conversed with the tax-payers, so as to convince them all, of the importance of these estimates? Have they all agreed to it? This is what our school system means. This is what it demands to be made efficient. This will be a good investment, bringing back ten-fold the cost of the schools.

Our teachers have an important work to do on this matter and in this specific direction. What does the school law say on these points? Have you looked it up, talked it all over and made all the arrangements to have it complied with as to time, amount, &c? If so, the schools will be strong, helpful and vigorous. They will teach and train to obedience, to harmony, to intelligent citizenship, to productive citizenship. Yes, to that greater and greatest of all results of human endeavors, a wise, Christian citizenship.

#### A NEW ADJUSTMENT.

LIFE and civilization grow naturally, i. e., according to their inherent principles. On the other hand, the laws of the State, the institutions which have been formulated as recorded or traditional rules are in themselves fixed and rigid. In these we find no principle of natural growth, and therefore a constantly widening gap is left between progressive life and fixed institutions, between the infinite and universal principles and the fixed rules and traditions which mirror but a transient phase of life. Constant adjustment is required to harmonize laws and institutions with life and its needs.

#### THE SENSE OF THE SCHOOL.

BY ANNA C. BRACKETT.

I QUOTE the following story as text:

##### A NOVEL SCHOOL REVOLT.

"The public school authorities of Jacksonville, Middlesex county, New Jersey, have been compelled to close the school on account of an insurrection of the scholars. They disliked their teacher, and one, a thirteen-year old boy, arose during a recitation and made a motion that it was the sense of the school that the teacher was unable to conduct it properly. The resolution was passed and the pupils left for home. Their parents sustain them, and there is trouble in the camp."

This strikes one at first as simply funny, but it may furnish food for serious reflection. In the first place, we may perhaps remember that this

is not the first time in the history of our country that the event has occurred. In 1775, or thereabouts, the bright boy was one certain Sam. Adams, who put the same motion with regard to a certain ruling pedagogue by the title of George III., King of Great Britain. And all the other boys passed the resolution, declared that they would no longer be ruled by the said George the Third, and left that school once and forever.

The New Jersey boy is not then without a forerunner, and he has the justification of successful precedent.

We question whether such an event could have occurred in any country but America. The old way of proceeding, imported from England, was more riotous. When the school had lost confidence in the teacher, the pupils rose in a mob, sometimes seized and threatened the teacher, and broke up the furniture of the school house.

But the recent event in New Jersey shows that we have graduated from our colonial dependence on Great Britain, and even in our schools have become thoroughly republican. We no longer flog the incompetent or unjust teacher. The day of physical force has passed away, and cool, sober reflection takes its place, deliberately expresses its opinion that the teacher is not fit for his work, and then quietly and in order the pupils withdraw from the building, and leave the teacher sitting alone in his chair on the platform. This certainly is a great step in school civilization. Reason and conviction embodied in the phrase, "The sense of the school" have come to the upper place, and have put down anger, passion and wild impulse.

This is the first time perhaps, that our American principles have been so carried out in a school room. But there must be a first time for all events. Who knows how long it will be before the example of the New Jersey boy will be followed in other States? And who knows whether it may not be for the good of the schools and the country?

One spark will fire a whole train of powder, and who knows how many trains of explosive material are now laid and waiting. Who knows what teacher will be the next one to be not turned out of his school room, but left alone stranded on his platform, with nothing but a beggarly array of empty benches before him?

It is certainly true that every teacher starts out on his term with a great advantage over his pupils. He is older, more experienced, more able to think and plan; and then he is not merely a personality. He is a representative of the power of the whole committee, the whole town, the whole city. But no American school, for all these advantages, are going to accept him without a thorough examination. He is on trial for days and

weeks. His pupils are his observant judges, and the "Sense of the school" is on the alert. Moreover, the combined common sense of an American school is quite shrewd and not easily to be deceived. It has a strong sense of justice, and to that it will bow. It knows thorough work from sham work. To the former it will yield its respect; for the latter it has nothing but an angry contempt. It demands realities not shows. It rings its coin, listens to the sound, and accepts or rejects accordingly. Accepts or rejects we say. It does not always decide to depart after expounding its opinion, as did the New Jersey school boys, but that it does not is only because it happens to have no Sam. Adams for a leader. But it departs mentally if not bodily. It gives no attention, or rather it gives its attention to everything except to the one to which the condemned teacher summons it.

It expresses contempt in the slouching, lazy gait with which the pupils drag out to their recitations, by the drone in which they recite, by the general untidiness and shiftlessness of desks and floor. It says continually in this wise, "Really this man who sits up there is so utterly unfit for his work and so little deserving of our respect, that it is not worth our while to exert ourselves at all. Thank heaven the day will be over some time, and the term will be over by and by. It can't last forever, and probably we shall last through it."

Have we not all seen such schools? A sadder sight, however, there is to see, and that is the school which is an active, instead of a passive sham. Where everything is a cheat, from the attendance reports and the questions asked when company is present to the translations and demonstrations written out on shirt cuffs in preparation for the recitation and the text books kept furtively open under desks or behind stove pipes. This is sadder, because the whole school is demoralized. Its Wm. Pitt has accepted a peerage and its Sam. Adams has his hands not clean from bribes.

The moral sense of such a school as this is lost altogether, and it is manufacturing future defaulting bank presidents and corrupt officials generally with a tremendous force and at a tremendous rate.

The New Jersey boys broke up their school and went home. They were at least honest. They have not, so far, been spoiled. It is a school of boys worth teaching, and they deserve a good, honest, first-class teacher at once.

Don't delay a day in sending in the petitions to your member of Congress for Federal Aid to Education.

The Senate will pass the bill. Petitions should be sent to members of the House of Representatives, Washington. We can furnish you all the petitions you want, free of charge.

## OTHER FACTORS.

**D**R. F. LOUIS SOLDAN says:—"There are other educational factors than the school—the family, the pulpit, the counting-house and the library, but it can supplement and facilitate the work of all these. In mastering the few data to which school teaching is limited, the child should experience how all knowledge should be mastered, how memory, every effort of sense and thought, every energy of mind, thought and feeling, must go forth and conquer the knowledge which is yet eternal and makes it his own."

Under our high form of government it is a question that concerns each of us that those who participate in the control of the State should possess the intelligence without which this right cannot be exercised properly. In this sense education becomes a National question. In her patient toil to educate the freed race, the South has met with the sympathy of the whole land and has met with recognition by the highest political body in the country, in deciding that the Nation should extend to it a helping hand."

Yes—we do give double the reading matter for \$1.50, that other school journals give for \$2.50.

Teachers who want the latest and best and the ablest papers, send the extra 50 cents and get the weekly ten-page *Globe-Democrat* or the weekly *New York World*, or our valuable *Cyclopaedia*. The price of the AMERICAN JOURNAL OF EDUCATION is \$1 per year, postpaid. For only 50 cents extra we add either of the above weekly papers, or the 800 page *Cyclopaedia*, and that gives about double the amount of reading for the \$1.50 that other educational journals give for \$2.50.

## MORE GOOD SUGGESTIONS.

**PROF. J. A. COOPER** of the Edinboro, Pa., Normal School, one of the most eminent and successful educators in the country, talked sensibly and plainly to the teachers of Pennsylvania and other States on the appliances and

## APPARATUS

absolutely necessary for elementary or primary teaching. He said:

"Some apparatus we need and must have to help make our children study voluntarily; and so much we can have, if we go about it in the right way."

But I am requested to give a list of things that ought to be in an average common school. First and most important is blackboard surface. Then there should be an unabridged dictionary; a numeral frame; a set of forms and solids; a globe; a magnet; a set of outline maps; charts for reading, etc.

This is a short list, but contains much more apparatus than three-fourths of our schools possess; and the whole of it could be placed in every school in the State if the teachers made the proper effort, in two years at the farthest, without distressing or overtaxing anybody; and with great advantage to teachers and children. The teachers need

## WAKING UP.

We repeat: 1. For elementary teaching, we need a greater amount of illustrative apparatus. 2. The people are able to provide it. 3. It is true economy to supply it. 4. It lies in the hands of the teachers to obtain it, and when they wake up to their duty and privilege, they will have it.

## ACTUAL CLASS WORK.

BY ROSE-OF-TANGLEWOOD.

**J**UST a few words, carelessly uttered perhaps, set me to thinking and brought about a change for the better in my method of

## TEACHING READING.

A visitor, when offered a book by a polite little pupil, said, "No, thank you, I wish you to read so that I can understand you without a book."

We know from experience that history, language and geography lessons are much more interesting and hold the attention of the class much better if outlined on the blackboard, than the principal topics skillfully brought out by the teacher in an original way without resorting to these questions and answers in the text-book. Let us have more blackboard work during the reading recitation.

Be on the watch for difficult words, those that seem to give the pupils trouble in pronunciation or defining, and have them placed on the board with the accent and vowel sounds marked.

Take the most difficult words and make

## NEW PARAGRAPHS

Containing them—or require the pupils to do it—then have them read. Require pupils to write and pronounce all proper names found in the lesson; all quotations, and read them, noticing that what is quoted should be always brought out clearly—not mingled with other words in the paragraph. Pupils in intermediate grades are made stronger if you do not tell them the pronunciation of words.

## SHOW THEM

By syllabication, marking accent and vowels, or, better yet, refer them to the dictionary. Simply from habit, I presume, I have hitherto held a reader in my hand while a class was reciting, and rapidly running my eye over the paragraph, caught the thought before it was read. I never realized, until I tried it, how difficult it would be to understand the paragraph were I hearing it for the first time or without a book to glance at

now and then, to pick up "the thread of the discourse."

Refusing, like my honored visitor, the proffered book, I faced my class and awaited results. I always thought my pupils read intelligently; but, oh, dear, what a jumble of meaningless words! Does it sound like that to visitors, I wonder?

Then I began work in earnest. "Read that again until I can understand the meaning," I repeat after a badly-read sentence, and the mouths open letting the words out with a crisp, clear-cut and distinct utterance.

Here is a fine opportunity for "killing two birds with one stone," cultivating both

## ATTENTION AND ARTICULATION.

Let one pupil read while the others close books and listen. Then question as to how many heard what was read. Call upon some pupil to relate in his own words or write on the board the substance of the paragraph. If poetry, require the stanzas to be changed into prose.

We will have some good reading in the 4th grade next May. Friends of the JOURNAL, you are cordially invited. Mr. Merwin shall have a reserved seat, and we promise you some first-class oratory from our tiny Texans.

THE question of Federal Aid to Education has been fully and ably discussed. Men of all parties are agreed that it is necessary. All are agreed, too, as to its constitutionality. Now let our teachers pour in the petitions to their members of Congress in Washington without delay. It is a great and beneficent measure, fraught with good to all.

Pour in the petitions.

## THE MO. PRESS ASSOCIATION

**T**HE Executive Committee of the Missouri Press Association held a meeting on February 8th, at the office of *School and Home*, to make preparations for the twentieth annual meeting of the Association, to be held in May.

The President, J. A. Hudson of the *Macon Times*, appointed the following gentlemen as delegates from the Missouri Press Association to the International Editorial Association, to be held in Cincinnati February 23d, 24th and 25th, 1886:

Col. T. J. Childs of the *Richmond Conservator*.

J. B. Merwin, Managing Editor of the AMERICAN JOURNAL OF EDUCATION.

R. M. White, *Mexico Ledger*.

F. A. Welmer, *Stanbury Sentinel*.

T. J. Lingel, *Clinton Democrat*.

F. H. Ramer, *Republican*, Bethany.

J. E. Payne, H. W. Curran, C. Kennedy, *Springfield Leader*.

W. L. Thomas, *School and Home*.

J. W. Jacks, *Montgomery Standard*.

T. K. Irish, *Mining Review*.

DELEGATES AT LARGE.

J. A. Hudson, Wm. F. Switzer.

## ALTERNATES.

Rev. Father Graham, St. Joseph; J. W. Goodwin, *Sedalia Bazoo*; A. A. Lesuer, *Lexington Intelligencer*, and G. W. Martin and Col. J. H. Turner of the *Carrollton Record*.

It is expected that every member will attend, and at the close of the convention in Cincinnati, it is proposed to take a trip to Washington.

ALWAYS keep your school room neat and clean; ornament it with pictures, mottoes, maps, charts, wreaths and flowers.

This can be done easily. Let the pupils contribute pictures, or clip them from the great weekly newspapers we send with this Journal. Every school can secure a portrait gallery in this way. Or you can get up an exhibition to procure your maps and charts. If there is no money in the treasury, you can easily raise the amount necessary by a supper or an exhibition.

## POUR IN THE PETITIONS.

**A**SPECIAL to the *Post-Dispatch*, dated Washington, D. C., Feb. 13, says a sub-committee of the house education committee met this morning and decided to report favorably on the Willis Educational Bill, appropriating \$77,000,000. It is believed that the sub-committee's report will be adopted by the full committee.

The necessity and the constitutionality of this appropriation for educational purposes have both been settled. Pour in the petitions to members of the House of Representatives from every State in the Union. Do not be frightened by the bugbear of the "demoralizing influences" of such a donation.

The States which have had these immense land grants for educational purposes have not so far been very seriously "demoralized" as a result of this.

These great weekly papers—the ten-page weekly *Globe-Democrat* and the weekly *New York World*, either of which we send for 50 cents per year, postpaid, with the AMERICAN JOURNAL OF EDUCATION command attention and command subscribers, too. That is what we want. We also send the 800-page *Cyclopaedia* in connection with the AMERICAN JOURNAL OF EDUCATION for 50 cents, or that can go in place of either one of the papers, if you wish it.

THE true teaching process involves the power of intellectual quickening, which is that process by which the teacher excites the intellectual powers of his pupils to self-activity in the line of the studies pursued.

SONG creates light and joy.

# ARKANSAS

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FRANK J. WISE, Pine Bluff, Ark.,... { Editors.  
J. B. MERWIN..... {

WE are glad to find in the "Roll of Honor" the names of both the United States Senators from Arkansas—Hon. James H. Berry and Hon. J. K. Jones, as voting for the Blair Bill. It passed the Senate 36 to 11. It will give us in Arkansas an addition to our school fund of \$2,503,170.97, if it passes the House of Representatives. Every teacher and school officer in the State, as well as every friend of education, should sign and send on petitions at once to the members of the House of Representatives, asking them to vote for and work for the passage of the Blair Bill.

Look over the list of patriotic senators who voted for the Blair bill, and you will not question their patriotism or their wisdom. Pour in the petitions to members of the House of Representatives to have them act early.

WE must so conduct our schools that the work will be done for and of itself. Shakespeare says, "Our wisdom must be such As doth not propose to itself our own particular."

**CITIZENSHIP.**—Education in citizenship teaches that as an individual one is weak and puny, but the person is the best and a necessary part of a mighty State. Nothing can flourish without the protection of the State. The State is the essential condition of progress and history.

History deals with the State and not the individual. The highest state is that of justice.

The will of the State is the great reality which educates the citizen, and to which he must be subordinate. To the State the individual owes his existence and must be ready to sacrifice his comfort, property, and even his life for its protection and upbuilding.

THERE is perhaps no section of the country which is now attracting such general attention as that traversed by the Texas & St. Louis Railway in Arkansas. The country is admirably adapted to the raising of stock as well as all kinds of fruit, and the magnificent tracts of timber land are claiming the attention of a large number of parties identified with the lumber interest.

To the farmer, the fruit grower, the stock raiser, the lumberman, the teacher—the best people in the State, say, "Come to this new and undeveloped land and build up a home and competence for yourself and family."

Escape the blizzards of the North and come to this land of almost perpetual Spring.

Lands are cheap now, ranging in price from fifty cents to five dollars per acre, but this will not last long—the country is fast settling up and soon it will be too late to avail yourself of these prices. New towns are springing up daily; Parham, Stuttgart and Goldman, in the heart of the Grand Prairie, are but little over a year old, but are fast filling up with a good class of settlers. Here may be found good schools, churches, etc. Drop a line to A. S. Dodge, General Passenger Agent, Texarkana, Texas.

The Cairo Short Line, in connection with the Illinois Central Railroad, is the shortest and most direct route from St. Louis to the South, making direct connection at Cairo with the Texas & St. Louis, through Arkansas and into Texas.

HE only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into living peace.

\$77,000,000 for school purposes, by a vote of thirty-six to eleven in the United States Senate is glory enough for one day.

THE Secretaries of each of these "Reading Clubs" or circles, should be "put on the list" to receive the regular announcements of such firms as G. P. Putnam's Sons, New York; Houghton, Mifflin & Co., Boston; D. Appleton & Co. of New York; Ginn & Co. of Boston; Cassell & Co. of New York; D. C. Heath & Co. of Boston, and other leading publishers in Philadelphia, Cincinnati and Chicago, so as to keep posted fully on the new publications of various kinds issued by these great firms. Ask them to send you their "announcement lists" and we think they will do it cheerfully.

TACT and enthusiasm, two of the essential elements of good teaching, cannot be harnessed to tread-mill work. They must have freedom in order to succeed, and the wise superintendent is he who allows the largest liberty to his teachers, and measures success, not by conformity to methods, but by results.

REMEMBER that you get the ten-page great weekly *Globe-Democrat*, sent postpaid, fifty-two times a year, for 50 cents, in connection with the AMERICAN JOURNAL ON EDUCATION one year. Or the 800 page cyclopaedia. The book is a very handy thing in the school and the home!

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### WHO VOTED FOR THE BLAIR BILL.

HERE is another "Roll of Honor" to go down to posterity. Patriots, rising above the clamor of party, and fearlessly discharging a great duty to the whole country. Eyes are they to the blind; strength are they to the weak; giving light for darkness; intelligence for illiteracy; competency for incompetency; liberty and freedom for slavery and limitation. All honor to these senators for their *thirty-six year* votes, on the "Blair Bill."

Hon. James H. Berry, of Arkansas.

Hon. J. C. S. Blackburn, of Kentucky.

Hon. H. W. Blair, of New Hampshire.

Hon. Thomas M. Bowen, of Colorado.

Hon. Wilkinson Call, of Florida.

Hon. Alfred H. Colquitt, of Georgia.

Hon. Omar D. Congar, of Michigan.

Hon. Shelby M. Cullom, of Illinois.

Hon. Joseph N. Dolp, of Oregon.

Hon. James B. Eustis, of Louisiana.

Hon. William M. Evarts, of New York.

Hon. James Z. George, of Mississippi.

Hon. Randall L. Gibson, of Louisiana.

Hon. Geo. F. Hoar, of Massachusetts.

Hon. Howell E. Jackson, of Tennessee.

Hon. J. K. Jones, of Arkansas.

Hon. John E. Kenna, of West Virginia.

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Hon. Justin S. Morrill, of Vermont.

Hon. Thomas W. Palmer, of Michigan.

Hon. Henry P. Payne, of Ohio.

Hon. James L. Pugh, of Alabama.

Hon. M. W. Ransom, of North Carolina.

Hon. H. H. Riddleberger, of Virginia.

Hon. Philetus Sawyer, of Wisconsin.

Hon. John C. Spooner, of Wisconsin.

Hon. H. M. Teller, of Colorado.

Hon. Zebulon Vance, of North Carolina.

Hon. Charles Van Wyck, of Nebraska.

Hon. Daniel W. Voorhees, of Indiana.

Hon. James F. Wilson, of Iowa.

On motion of Mr. George, the section setting forth that the design of the act was not to establish an independent school system in the States, but only to extend aid to the State

governments, was restored by unanimous vote.

The bill was then read a third time and passed—yeas, 36; nays, 11.

A number of pairs were announced, owing to the necessary absence of some senators.

### THE NATIONAL ASSOCIATION.

### Preliminary Announcement of Railroad Rates.

THE following rates have been secured for teachers and members of the *National Educational Association* who attend the meeting at Topeka next July:

From New England at the rate of \$41 for the round trip from Boston.

From New York and vicinity at the rate of \$39 for the round trip from New York.

Corresponding rates will be given from Philadelphia, Baltimore, Washington and Richmond, and also from prominent points between the places named and Topeka.

The rate from Chicago \$14, from Bloomington \$10.90, from St. Louis \$9—to Topeka and return.

The railroads at the west, generally, have agreed to give teachers going to Topeka, a round trip ticket for the fare one way.

Definite information as to special rates from southwestern roads leading to St. Louis and Kansas City will be announced at an early day.

THE senate votes \$77,000,000 for schools by 36 yeas to 11 nays—more than three to one, you see.

### GEORGIA.

HAMILTON, GA., March 3, '86.

J. B. MERWIN, Managing Editor  
AMERICAN JOURNAL OF EDUCATION:

Dear Sir: The cyclopedia and AMERICAN JOURNAL OF EDUCATION have both come to hand; am pleased with them; think I'll secure several subscribers; other parties are giving them careful examination. It is certainly the the greatest amount of useful information for the smallest outlay I have yet found. I wish the JOURNAL and cyclopedia could go into the library of every family, especially those of my patrons.

Wishing you success, I am

Yours truly,

JOHN W. DOZIER.

PEUR in the petitions for the \$77,000,000 to the House of Representatives. The Senate passed the bill more than three to one.

### HORSFORD'S ACID PHOSPHATE As a Brain Tonic.

DR. S. F. NEWCOMER, M.D., Greenfield, O., says: "In cases of general debility and torpor of mind and body, it does exceedingly well."

## TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Ennis, Tex. .... { Editors.  
J. B. MERWIN .....

ILLITERACY is anarchy, which is death to a Republican form of government.

INTELLIGENCE gives humanity bread for the soul.

We must, if we would do our work properly, as Shakespeare says,

"Have brave utensils."

Of course we must do more, and in order to do well we must know well. Our progress is so rapid now-a-days that centuries are being crowded into decades, if not into years.

THE absence of your child from school to-day makes the loss of lessons to-morrow as well as to-day inevitable, because he does not know what the lessons of to-morrow are to be; nor could he find time to learn them if he did. Hence one absence involves a two-fold loss, to your child and to others also.

Do your best in the school room, and yet seek constantly for more light and more wisdom, so that, as Shakespeare says, if the pupil shall go astray or fall

"You may say that you were not the cause!"

OUR teachers are doing a grand and strong work. The country is now going to be more prosperous, all our products will bring good prices, money is plenty, and salaries of our teachers should be promptly paid.

## ON SCHOOL BOARDS.

DIDN'T this "boy" in writing this essay on boards get some help from his sister? It reads as if he did. It may not be applicable at all outside of —, Nebraska, but legitimate attempts at composition writing embracing facts ought to be encouraged. This is what the "boy" said in his essay on boards:

"There are several kinds of boards, sign-boards, base-boards, dash-boards, clap-boards, side-boards, paste-boards and school-boards.

I think I will write about school-boards, because my sister is a teacher, and I can remember a good many things she has said about them, and that will help me some.

I don't know whether school-boards are always made of green lumber or not. I heard my sister say once that a board wasn't half baked. Guess she meant it wasn't kiln-dried. May be it warped, and turned over on the wrong side, or may be it shrunk bad-

ly, when exposed to the dry question of wages.

School-boards are of different shapes, some are square and polished on both sides; some are longer than they are broad, and so thin they bend under slight pressure.

I asked my sister what kind of a board ours was, and she said it was a good-looking board, but when put to any use it was full of slivers. There was a young lady staying with my sister the evening I was writing this, and she said she thought some of the board would make good hitching-posts. I asked her if it was because they were such big sticks. She said that wasn't it. Then they both laughed; they thought I didn't know what they meant, but I did, because I saw Mr. Jones take her to church, and he is a member of the board, and she acted as if she thought he would be good to tie to.

The school-board is used for the purpose of getting the cheapest teachers they can find, whether they know anything or not, and to vote down women's wages, and to leave men's as they are. This kind of board is elected by the people, mostly men.

They must always get the closest grained they can find; then when the teachers say they don't get pay enough, the people say it is the board. The teachers say the people had no right to get such hard wood for their board, and the board say, "what are you going to do about it?"

Sometimes there is a weak place in the board, and when thrown against some hard question, it splits and goes all to pieces, then they either get a new one, or stick the old pieces together again with taffy.

My sister says there is too much slang in this, but father says slang is mighty and shall prevail. He knows because he is a man. Men know everything, because they can vote.

Sometime I will write about other kinds of boards, if you have not been too badly bored with this. J. B.

## TEXAS.

IN the old Norse mythology, the house of Thor was said to have five hundred and forty floors. Says Emerson, "The house of man has five hundred and forty floors."

Teachers, do you believe these words of the poet-philosopher, who practiced, as well as preached, "plain living and high thinking," and who electrified a continent by the creations of his genius? Does your faith in his declaration cause you to act? Do you really teach as if you were fitting each mind to inhabit easily, gracefully, grandly, a home which will not be too humble for the residence of a god? Are you training the immortal souls under your charge in such a way as

they will eventually rise to the higher floors of truth and culture, or are you persistently striving to confine their operations to the ground floor of error and superstition?

To catch the full force of Emerson's idea, we must have great faith in development of humanity. We must have this faith to be successful. We must feel it! We must thereby be moved to action.

David, in one of his Psalms, exclaims, "Praise the Lord upon an instrument of ten strings." He did not say to use a harp of one string, but of ten.

Teachers in the school room should not play upon one string of the child's nature; but they should strike all the strings so as to bring out strongly and sweetly the melodious music stored away in the human soul and only awaiting the hand of the master to be called forth.

Again, the teacher should not be playing the same old tune continually—he should have no hobbies, but should endeavor to secure for each pupil that harmonious development, that symmetry of character, which stamps him as a being akin to God.

## A Word of Thanks.

FLOOD Co., TEX., Feb. 20, '86.

Editors American Journal of Education:

GENTLEMEN: I write this to offer you my sincere thanks for the noble work you are doing in the support of the Blair bill and increasing the length of our school terms. You are cultivating a field that is neglected by all other educational journals, and I trust the seeds you are sowing will bring forth an abundant harvest. Sorry that Texas has no representative in Congress who will advocate the Blair bill. So far as I know they are opposed to it.

Yours truly,

J.

We can furnish you all the petitions you may need for Federal Aid to Education, free. Can furnish the statistics as to its necessity, if you are not familiar with them. Let every teacher send on to the members of the House of Representatives these petitions, numerously signed. There is no time to be lost. The bill will pass the Senate easily. Let the work be pushed vigorously now, by all the friends of education.

## MORAL TRAINING.

OUR schools all teach morality of the same sort that regulates life between man and man and which is taught everywhere, and in thousands of instances the work neglected in the home is borne by the men and women who serve as instructors in the public schools.

There is no more heroic devotion to duty in any Christian circles than one can find again and again in the public schools, among those who take cast-off

children into their hearts and guide them as their fathers and mothers ought to. The amount of practical religion in our schools is only known to those who do this unsectarian, but most truly wholesome, Christian work.

The schools are the indispensable aids to the church and the home, and their silent response to the work which both the clergy and the parents have thrown upon them has greatly improved all those who have gone below the surface and made themselves

## FAMILIAR WITH THE FACTS.

The question is not so much whether there shall be more religion in the schools, as whether there could be more without a general usurpation of the functions of the church and the home. It must be understood that dogmatic religious instruction can no more be imparted in American public schools than it can be made the staple of conversation in American society. The difficulty, as the case stands at present, is not so much with the school as with the church and with parents.

The need is not that there shall be more religion in the schools but that there shall be a higher moral and religious tone in the family, and the work that lies before the whole body of Christian clergy in America is to see that the natural functions of the family in its relation to religious and civil society, threatened as they are with industrial and communistic organizations of modern life, shall be restored and maintained for the service which the family alone can render to human society.

It is impossible to march against facts, and the attempt to burden the public schools with work, important for the completeness of human life, which belongs primarily to other institutions, cannot be sanctioned.

The school is already overtaken because it is the only institution into which can be foisted the adjustments to modern life which are neglected in the family and in the church. The public school should be worked to the full extent of its possibilities, but not as the only factor through which the unity and wholeness of society is to be realized.

NOTHING so much interests us as the development of the school system. Look at the difference between educated and uneducated people, and you have a reason why we should lengthen the school terms—, secure and hold on to, and promptly and liberally pay competent teachers to instruct the children, and conduct the schools successfully.

MORSFORD'S ACID PHOSPHATE  
A Refreshing Drink.

DR. A. L. HALL, Fairhaven, N. Y., says: "It forms an excellent substitute for lemon juice, and will furnish a refreshing drink for the sick."

**Rusk's Model Selections**, edited by Prof. J. W. Rusk, and published by ourselves. Four numbers. Price of each in paper, \$0.25; in boards, \$0.40. No. 1 contains a chapter on the principles of education. No. 4 is devoted to pieces for the young.

# ILLINOIS. EDITION American Journal of Education. \$1.00 per year in advance

E. N. ANDREWS, Chicago..... Editors  
J. B. MERWIN.....

## ILLITERACY is always poverty.

It is the first and paramount duty of all educational papers to enlighten the popular mind on the nature and objects of our public school system as a question of political economy, so that the enthusiastic, conscientious teacher is commended, promoted and rewarded for his professional services.

CHILDREN, you must know, sitting in a wrong or crooked position in school, run a great risk of curvature of the spine and a permanent weakness of the muscles that are thus put too much on the stretch. Too long sitting in any position will produce more or less of the same evils, especially in weak children whose bones are not fully ossified. Give the children properly constructed desks and seats.

JOHN EATON, U. S. Commissioner of Education, has resigned his office to accept the presidency of Marietta College, Ohio. The best man to fill his place is James H. Smart, of Indiana.

People who know James H. Smart, of Indiana, will strongly endorse the above from the Indiana School Journal.

THE Senate passes the Blair bill by thirty-six to eleven.

## CAN YOU DO BETTER?

RISDON, ILL., Feb. 20, '86.  
Editors AMERICAN JOURNAL OF EDUCATION:

Gentlemen: I see in a late issue of the JOURNAL where a Connecticut teacher made 2,248 words out of the letters contained in the word 'Incomprehensibility.' For a test as well as curiosity, I gave the word to my school, and the pupils made 2,700, an excess of 452 words over the Connecticut genius. This, you see, is what the western pupils can do.

Respectfully,  
GEO. O. STUNZ.

EVERY teacher in the country should read "A Case in Moral Education" in *The Popular Science Monthly* for March, and the school board of Patterson, N. J., can get the loan of our copy for this purpose, if they do not find one elsewhere.

PROF. G. P. BEARD of Pennsylvania, says we must keep at work at the people until the school terms average nine months. New Jersey averages nine months, and Pennsylvania less than six.

You get, please remember, and state it to your friends also, either one of the great weeklies with all the advantages of the ablest writers and telegraph correspondents, for 50 cents per year, only, postpaid, in connection with the AMERICAN JOURNAL OF EDUCATION.

BOTH of the United States Senators from Illinois—Hon. Shelby M. Cullom and Hon. John A. Logan, voted for the Blair Bill, giving some \$77,000,000 for educational purposes. Each one of the 20,000 teachers in this State could and should secure at least ten names to a petition to pass this measure and send it on to members of the House of Representatives. It would add \$1,801,616.46 to the school fund of the State. It is worth a united, persevering effort to secure this amount of money. It is all needed, too, to lengthen the school terms to nine months.

## A WISE MOVE.

THE adoption of the following resolution of the Illinois State Teacher's Association at its meeting in Springfield, was a wise, politic, movement on their part:

"Resolved, That we, the teachers of Illinois, in convention assembled, and without respect to our political connections, do hereby express our hearty approval of the efforts and labors of the Hon. Henry Raab, the present State Superintendent of Public Instruction, and declare our confidence in his ability and wisdom as an educational leader. His energy and zeal in the general cause of education, and particularly the work he has done and is doing for the country schools of the State, are worthy of the highest commendation and encouragement of the people."

It is quite time that all school elections should be taken out of the hands of the low bummers who control and dominate the caucus.

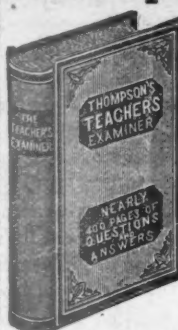
The comments of the political press on this action are as amusing as they are impertinent.

The teachers train and instruct a constituency by the work they do in the school room, for these newspapers.

They teach the children to read. Ignorant persons do not want a newspaper; have no use for one.

People who are taught to read in the public schools demand newspapers, and for these editors to turn round and scold or censure those who teach, because they presume to express an opinion, or a preference as to their chief officer, is an impertinence which is becoming quite too characteristic of these "political bosses." The people have had enough of this style of "bossism." Let the teachers go on and elect their man, and always and everywhere unite to insure the defeat of a mere politician.

## Thompson's Teacher's Examiner!



MORE POPULAR THAN EVER. A NEWLY REVISED AND ENLARGED EDITION FOR 1886.

This is a Book of nearly 400 pages, having been prepared for Teachers and those fitting themselves to teach, and is also adapted to the use of Common and High Schools, for daily, weekly and monthly reviews. It embraces 13 Common and High School branches. 1. Every teacher should possess a copy of the Examiner. 2. It contains over 5,000 important questions and answers. 3. The work is endorsed by the best educational men of the country. 4. Over 75,000 copies have already been sold in the United States and Canada. 5. If you are dreading an examination, purchase a copy of this book: it will guide you safely through.

Also, SKETCHES OF ENGLISH AND AMERICAN LITERATORS. This is a very useful work. In alphabetical order it mentions the time of birth and death (if dead) of each writer; his birth place; where he died; where educated; his family connections, whether good or bad; his career in life, whether moral or immoral, and the most important works he has written. Either the Examiner or Sketches will be mailed to any address, postpaid, on receipt of price, \$1.50.

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The Union also offers to actual settlers 100,000 acres of as productive land as there is in America. These lands are near the city of Phoenix, 4,000 inhabitants, and can be reached by the Southern Pacific Railroad. About 1,000 acres under cultivation. Climate, soil and productiveness the same as Los Angeles, San Bernardino and Riverside, California.

Size of Canal, 58 feet wide on top, 36 feet wide on bottom, 7 1/2 feet deep, fall two feet to the mile. Length of Canal 2 miles.

Land, with perpetual water right, \$15.00 to \$20.00 per acre and upward.

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500 to 20-acre farms \$15.00 to \$30.00 per acre, 1-4 cash, balance in one, two and three years. Also Colony lands in all the Western and Northwestern States and Territories. Railroad fare to all the Colonies in Idaho, California, Arizona, Oregon, Washington Territory \$32.50. Maps and prospectus forwarded upon receipt of letter or upon application.

Special arrangements made for parties of settlers going to California, Idaho, Arizona, Oregon and Washington over the Union Pacific, Central Pacific and Southern Pacific Railways.

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Manager, Palace Building, Cincinnati, O.  
18-10-11 Mention this Journal

## I START MEN

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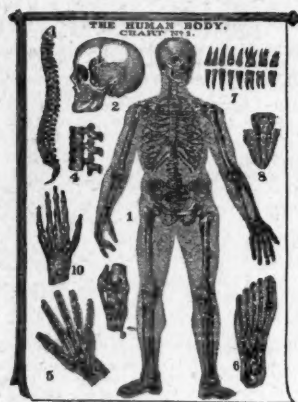
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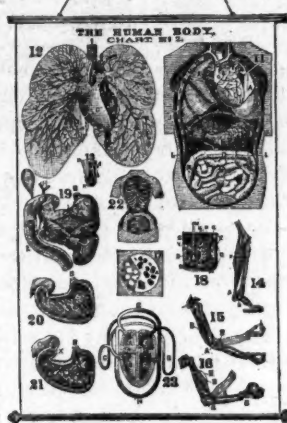
# CHARTS OF THE HUMAN BODY.

For Elementary Instruction in Physiology and Hygiene.



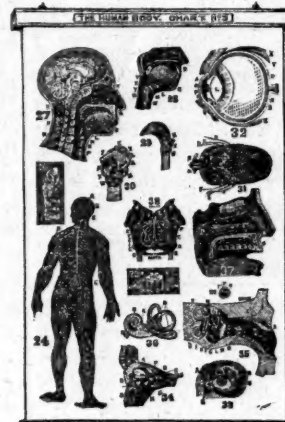
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NO. 2.

Artistic in the Printing.



NO. 3.

Durable in the Manufacture.

The introduction of the study of Physiology into the lower grades of Schools in this country, and the large number of rooms to be supplied, has created a universal inquiry among school officers for something better suited to this grade of instruction than anything heretofore published, and at a much lower price. THE CHARTS OF THE HUMAN BODY have been prepared especially to meet this call for a clear, accurate, and simple series of illustrations at a moderate price, and without the complicated details which confuse the younger pupils. Three large charts, 25x38 inches, contain 39 figures very carefully studied and drawn from nature and from standard authorities. No. 1 is devoted to the bones. No. 2 to the circulation of the

blood, the viscera, muscles and the effect of alcohol in the system. No. 3 illustrates the nervous system and the five senses to which special attention is given as being of immediate interest. The figures are selected with special reference to the ground covered by the various text books on the subject in use in the grammar and primary schools, and will be found to be in harmony with the general plan of these books.

To fully meet the present demand for charts in every room, the price of this series is placed at \$3 00 per set, Net, to school boards ordering for their schools.

FOR CIRCULAR AND SPECIAL INFORMATION, CORRESPOND WITH

**MILTON BRADLEY CO., Springfield, Mass.,**

PUBLISHERS AND MANUFACTURERS OF KINDERGARTEN AND SCHOOL AIDS AND APPARATUS.

## EFFECTIVE WORK.

It is the silent but very effective work done by our four hundred thousand teachers which train the millions of children in our public schools into habits of punctuality, industry, obedience to law, and also into those vital elements of citizenship which enable them to work harmoniously and cheerfully with their fellow pupils.

The schools are worth more than they cost for this work alone, but they instruct also, as we all know, very largely and widely in other directions.

The best investment a neighborhood or community can make, is to sustain a good school nine months in the year.

In the "Origin of Popular Phrases" column of the *Globe-Democrat* of last Sunday, we find the following on

*Distilled Damnation*: The "inordinate cup." It is Cyril Towne who says in his play, *The Revenger's Tragedy* (Act III, Sc. 1):

A drunkard clasp his teeth, and not undo 'em,  
To suffer wet damnation to run thro' 'em.

The very apt comparison of rum to "distilled damnation," however, is Robert Hall's, who said, "Call things by their right names. \* \* \* Glass of brandy and water. That is the

current, but not the appropriate, name; ask for a glass of liquid fire and distilled damnation."

JOHANNES FACTOTUM.

A GAIN of three votes on the Blair bill in the Senate appropriating \$77,000,000 for educational purposes. Last year it was thirty three to eleven. This vote is thirty-six to eleven.

## A GOOD SUGGESTION.

In a blackboard drawing, and there should be plenty of blackboard surface, the teacher should draw the exercise large enough to be seen from all parts of the school room, a two-inch line in the book should be represented by a twenty-inch line on the board. A four-inch line in the book by a twenty-four inch line on the board, a five-inch line by a twenty-five inch line on the board, a six-inch line by a thirty-six inch line.

Do not delay the petitions to members of the House of Representatives for the passage of the Blair bill appropriating \$77,000,000 for educational purposes. It is all needed—all constitutional, all national in its help, all deserved, all a recognition of the value and importance of the work our four hundred thousand teachers are doing.

Pour in the petitions!

If you are going north or northwest, see Mr. S. H. Knight, of the Chicago & Alton R. R., corner 4th and Pine street, St. Louis. It is a direct line—with Pullman sleepers and chair cars for night trains, and elegant dining cars for day trains.

The four hundred thousand teachers of the United States never before had so great an opportunity to help the school interests of the nation. We can secure \$77,000,000 now for school purposes if the teachers send in the petitions. It will set the common school interests of the country forward fifty years to get this vast sum of money into circulation now, to help establish and maintain the schools. Can we afford to miss an opportunity fraught with such vast consequences to the children and the schools of the country?

The United States Senate passed the bill by a vote of 36 to 11. Let your petitions go to members of the House of Representatives in Washington, and let them be signed and sent in now.

We will cheerfully and promptly furnish the forms of petitions to all who will send for them—free.

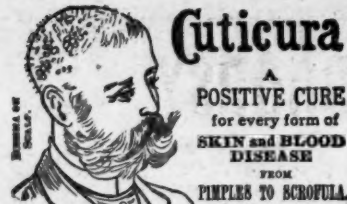
THE Blair bill passed the Senate by a vote of thirty six yeas to eleven nays.

POSTAGE STAMPS? Yes, of course we take them for subscriptions or "Aids to School Discipline." Order either one of our liberal premiums and enclose \$1.50 in stamps of the denominations of 1, 2, 4, 5 or 10 cents, and send them along. Only be sure and register the letter. Address J. B. Merwin, Editor, 11 North Seventh street, St. Louis, Mo.

THE *Globe Democrat* says truly:

"If the Government may not properly concern itself with the promotion of general intelligence—the basis of safety to our institutions—then its powers and uses must somehow have become entirely perverted and transformed. The idea that the authority of a State can be endangered or its self-respect exposed to humiliation by the acceptance of Federal money for school purposes, when such money is gladly taken in as big quantities as can possibly be obtained for all sorts of material improvements, is too petty and absurd for serious discussion—and even an ordinary demagogue, not to mention a grave and potent Senator, should be ashamed to employ such stuff in such a connection."

THAT which elevates the soul to greatness, is loftiness of purpose, and the generosity of the effort necessary to attain the end in view.



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A  
POSITIVE CURE  
for every form of  
SKIN and BLOOD  
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FROM  
PIMPLES to SCROFULA.

ECZEMA, or Salt Rheum, with its agonizing itching and burning, instantly relieved by a warm bath with CUTICURA SOAP, and a single application of CUTICURA, the great Skin Cure. This repeated daily, with two or three doses of CUTICURA RESOLVENT, the New Blood Purifier, to keep the blood cool, the perspiration pure and unobstructed, the bowels open, the liver and kidneys active, will speedily cure.

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KIDNEY PAINS, Strains and Weakness instantly relieved by the CUTICURA ANTI-PAIN PLASTER. New, elegant, infallible.

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18-4-11 Mention this Paper

### WHAT IS CATARRH?

[From the Mail, (Canada), Dec. 15].

Catarrh is a mucous-purulent discharge caused by the presence and development of a vegetable parasite in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: morbid state of the blood, as the blighted corpuscle of tubercle germ poison of syphilis, mercury, toxomera, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and other poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in a constant state of irritation, ever ready for the deposit of the seeds of these germs, which spread up the nostrils and down the fauces, or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to cure this distressing disease by the use of inhalants, medicated vapors and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

Some time since a well-known physician of 40 years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fail in absolutely and permanently eradicating this horrible disease, whether standing for one year or forty years. Those who may be suffering from the above disease, should, without delay, communicate with the business managers,

Messrs. A. H. DIXON & SON,  
305 King St. West, Toronto, Canada.  
and inclose stamp for their treatise on Catarrh.

What the Rev. E. B. Stevenson, B. A., a Clergyman of the London Conference of the Methodist Church of Canada, has to say in regard to A. H. Dixon & Sons New Treatment for Catarrh:  
OAKLAND, ONT., CANADA, March 17, '83.

Messrs. A. H. DIXON & SON:  
DEAR SIR: Yours of the 13th inst. to hand. It seems almost too good to be true that I am cured of Catarrh, but I know that I am. I have had no return of the disease, and never felt better in my life. I have tried so many things for Catarrh, suffered so much for so many years, that it is hard for me to realize that I am really better.

I consider that mine was a very bad case; it was aggravated and chronic, involving the throat as well as the nasal passages, and I thought I would require the three treatments, but I feel fully cured by the two sent me, and I am thankful that I was ever induced to send to you.

You are at liberty to use this letter, stating that I have been cured by two treatments, and I shall gladly recommend your remedy to some of my friends who are sufferers.

Yours, with many thanks,  
REV. E. B. STEVENSON

Send stamp for descriptive pamphlet.  
We do not find it necessary to travel the country quacking, in order to dispose of our remedy; we do our business at home only, and we ship to all parts of Canada, United States and Great Britain. This, to a thinking person, should be a substantial proof that our remedy is all that we claim for it.

OBSERVE.—Our remedy is easily applied—it is used only once in 15 days, and its application does not interfere with business or ordinary duties. We give every case our special attention.

None Genuine Without Our Signature.

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## LOUISIANA EDITION American Journal of Education.

\$1.00 per year in advance.

GEO. D. ALEXANDER, Minden, La. { Editors.  
J. B. MERWIN.....

ALL honor to the United States Senators from Louisiana, Randall L. Gibson and James B. Eustis, for their vote for the \$77,000,000 for educational purposes. If the members of the House of Representatives do their duty, the State will receive \$3,945,051 48, to help maintain the schools. We hope every teacher and friend of education in the State, will at once sign and send on petitions for the passage of the Blair Bill by the House of Representatives.

The money is all needed. Send on the petitions,

THE reading which molds character is usually done in early life. At this plastic period, vile books and papers scathe and scorch the soul as fire does the body, and such scars are seldom effaced.

### RESULTS.

THE teacher must ask himself what results he wishes to bring about, and how he shall best go to work to secure these results.

In Matthew Arnold's happy phrase, he lets his consciousness play freely around his employment, and he finds that the task he has undertaken, far from being the simple matter it was once considered, is indeed one of great delicacy and difficulty.

Skill in managing forms, skill in handling the subject-matter of instruction, indispensable though such skill be, is no longer the only, perhaps not even the main thing needful. He must have not only skill but insight; he must have a keen eye as well as a skillful hand.

TEACHERS should be paid at the end of every month, in the country as they are in the city.

THE NEW EDUCATION.—When systems of education have outlived themselves, when the teachers' faithful labors in the old trodden path from which life has gradually moved away, then arises a voice out of the progressive living consciousness of the Nation, and proclaims anew those eternal and fundamental principles of education to which routine and method, school and studies must ever be adjusted.

Such a call has gone forth in our day, and the name of the "New Education" has been given it, not new in the sense of a word inventive but rather in the same sense that it is a restatement of the great truth underlying all rational teaching.

To understand the problems of life means to view them in the light of

eternity. The same law holds good in the life of the human race. The human race is a rising course of development by which the higher types of life and civilization are evolved rather than a steady reproduction of identical forms. The life of a race is a perpetual movement toward a higher plane.

THE educational papers of Kentucky have said many good things, but they never published a more important item than the following which we clip from the *Herald of Louisville*:

"It may be safely said that every dollar paid for school journals registers the rise of one degree in the scale of effective skill among the teachers of the State in which it is paid. A general and widespread distribution of such literature would at once lead to many good results.

Among others, teachers would receive larger salaries; school terms would be lengthened; more children would be brought into the schools and kept longer; teachers would enjoy greater respect; and, best of all, the public conscience would be quickened to a right appreciation of the great and fundamental question of popular education.

THE teacher who gives knowledge to the human mind is a benefactor; but far greater is that teacher, who, by giving knowledge quickens into activity and productiveness the mind upon which he works.

LET us make the schools and every study attractive by illustrations that take hold of the life of the children, so that their school shall strengthen and inspire.

Shakespeare says:  
"Each substance of a grief hath twenty shadows,  
Which show like grief itself."

DR. F. LOUIS SOLDAN says, any movement which draws public attention to the cause of education and enlists public sympathy in educational efforts, should be hailed with pleasure. It matters not whether it be called old or new, if it animates the teacher. If it rouses a new wave of educational enthusiasm, if it leads to the adjustment of the educational practice of the day to the educational truths of all ages, as well as to the legitimate demands of the hour, it will be welcomed by every teacher.

OUR teachers can so sweetly and wisely and largely conduct their schools, that when they call at the homes of their pupils, they shall, as Shakespeare says,

"Be so received  
As to deem yourselves lodged in the heart."

MORSFORD'S ACID PHOSPHATE  
in Seasickness,  
is of great value. Its action on the nerves of the disturbed stomach is soothing and effective.

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Sores, Ulcers, Wounds, Sprains and Bruises. It is cooling, cleansing and Healing.

Catarrh. It is most efficacious for this disease, Cold in the Head, &c. Our "Catarrh Cure," is specially prepared to meet serious cases. Our Nasal Syringe is simple and inexpensive.

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Diphtheria & Sore Throat. Use the Extract promptly. Delay is dangerous.

Burns and Scalds. For allaying heat and pain it is unrivaled, and should be kept in every family ready for use in case of accident. A dressing of our Ointment will aid in healing, and prevent scars.

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For Broken Breast and Sore Nipples. Mothers who have used The Extract will never be without it. Our Ointment is the best emollient that can be applied.

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## IOWA.

STATE SUPT. AKERS, on the "Tenure of Office Reform," in educational work, says, "Make no changes without cause."

"The successful superintendent—whether State or county—should not be rejected because somebody else wants the office, or because somebody would like to have somebody else superintendent. Changes in these important offices should not be made without just cause. They are the most important offices in the land. They are offices which demand more of the office-holder, for he must be able to do more than simply the routine office work. He must be an originator of educational plans, methods and systems. To perfect and mature his work he must necessarily hold office for a number of years.

Every time a new man is elected to office, many plans and methods of work set in operation will be left uncompleted and will remain so. Frequent changes in these offices continually leaves broken systems of educational work, and incomplete educational reforms, which die of neglect, while the new man is learning the business of the office. The State officer, upon whom most depends in the State for the present and future, is the State Superintendent. The people should consider the successful work of the incumbent before deciding to make any change."

These are wise words, from a wise man of large experience. Let us pay heed to them in every State.

## VALUABLE SUGGESTIONS.

PROF. CHAS. F. KIRCHNER read an able and valuable paper before the St. Louis Society of Pedagogy, on "The Use of Reference Books," from which we make the following extracts. They will be found to be of special and practical value to our younger teachers.

Prof. Kirchner says:

"Our course of study asks us to explain scientific, historic and biographical allusions, as they occur in the reading lessons. To do this, and do it properly, we must make it our duty to see that the child understands, and thoroughly understands the language of its book—the English language. As for time, let us begin with this work at the beginning, and we shall have more than time enough to accomplish the greater part. Break the monotony of the primary room by anecdotes of a biographical nature; draw the attention of these, the youngest children, to physical phenomena, plan your work in such a manner as to require them to seek for the causes upon which these phenomena depend.

Line your school room wall with portraits of eminent men, the more the better. Let the children know

that this is Humboldt, that Harvey, that Schiller, etc. Do this in your PRIMARY ROOMS.

Ask your children to help you in this, let them bring illustrations of all kinds; heads, designs, battle pieces etc.; select from these what you can use for your work, put it before their eyes and endeavor your utmost to use it in your work.

Continue this through all grades. In the higher grades give free use to dictionary, encyclopaedia and gazetteer. But before doing so, direct the child how to use these.

It will surprise us to find how easily we can determine the bent of mind of each and every child in this work.

Some will adhere firmly to all that is conventional, others will feast themselves on mythology, some take to scientific, others to mechanical subjects. Complete this work in the High and Normal Schools, and our coming teachers will be fully prepared to do what may now seem to some the night-mare of a visionary. In the

DISTRICT SCHOOL, the child, accustomed to its surroundings, naturally feels at home. He knows his teacher, his class-mates, his book.

Let him pass from this to the High School. Do his studies interest him any further than to go through them the easiest possible way?

Does he meet any of his old friends here? No, everything is strange—Caesar to him is nothing but a disagreeable entanglement of ugly syntax; Natural Philosophy, History, Algebra, nothing but cold forms; but pave his way in the grammar school.

Introduce him to these in the mild sunlight of the sixth, seventh and eighth grades, and he feels that his school life has been one continued link; his acquaintances of the grammar school become friends at the High—and staunch friends, with whom he will often times commune in the later walks of life.

A CAREFUL reading for some years past of the AMERICAN JOURNAL OF EDUCATION convinces us that it is the most wide-awake and effective advocate of popular education in the West. It will pay any teacher or school committee who will read it ten-fold its price every year. We volunteer this statement on our own responsibility as editor of *Our Best Words* and in the interest of our common schools. We advise all the teachers in the West, especially our Shelby county teachers, to take and read the AMERICAN JOURNAL OF EDUCATION. Send one dollar for a year's subscription to J. B. Merwin, St. Louis, Mo.—[*Our Best Words*].

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Send for ten days' treatment. Directions and terms free. Give full history of case. Name sex, age, how long afflicted, how badly swollen, and where; is bowels constive, have legs burst and dripped water. Send for free pamphlet containing testimonials, questions, etc.

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## CANNOT BE IGNORED.

AN article in a late number of the *Boston Herald*; on the "Function of the Public School," will necessarily attract, as it ought to, the attention of the public throughout the country. We make the following extracts: "The question of the part that religion shall play in the public schools, which has been opened by President Eliot, is not easily answered, and there is such a growing feeling about it that it cannot be ignored."

There is undoubtedly a conviction, which the investigations and results of science have done much to foster, that, to use Prof. F. G. Peabody's apt words, 'all life, from top to bottom, is one life, through which the spirit of religion necessarily runs.'

There is a conviction of the wholeness, the unity, of life, and that to gain the wholeness, religion should be everywhere, 'in business, in work, in study, in play, in our amusement, in our worship as well.' This is the right principle, and it lies at the bottom of the question of the place which religion shall have in the schools.

It should have the place there that it has in ordinary life, where the interchange of social and intellectual forces is unrestrained and at its best.

Ordinarily, the church teaches religion; the home is the sphere in which it is put in practice; the school is the prelude to the wide world, and prepares the way for the blending of moral convictions with the force of the intellectual life by which a youth is fitted to take his place in society.

The school cannot in any American community teach morals and religion as the church or the home teach them, because it has

## NEITHER PRIESTLY

nor parental authority to do so. Its sphere is closely related to that of the church and the home, and yet it rather supplements and broadens the work that is expected to be done elsewhere than assumes to take it specially in hand.

The teaching of a public school in a community like our own should be, not in the catechism, but in the principles of justice and mercy and truth and honesty, in their common understanding as applied to the conduct of life. It is the instruction that prepares our youth to go through life as useful and faithful men and women. It is the inculcation of the morality that obtains everywhere as the rule of good society, and Dr. James Freeman Clarke is right when he says that the 'sanction of religion which lies behind such teaching, without which such teaching would die out of the community, does not need to be brought forward prominently on every occasion.' This remark is eminently wise, and points the way to

what is practicable where the head of every family has its own religion.

And herein lies the strength of our schools as they are at present conducted. Probably a very small percentage of the teachers could pass an examination upon the principles of ethics, but it is a fundamental conviction in the schools that the instructor shall settle questions of conduct by the highest moral standard, and he does this, on a whole

## UNCOMMONLY WELL.

The children demand this as the condition of their obedience, for they no longer obey blindly their parents or teachers; their parents demand it, and the public have learned to expect it. The percentage of wholesome moral instruction in our schools is far greater than one would believe who is not acquainted with the personal moral force which men and women bring into their class-rooms.

Every day and hour in the public school has its lesson in ethics, and there is not a single practicable principle imparted by Christianity to human society that does not come up in the course of a week in every school-room in the United States. The public school is bound to this kind of work by the very conditions of its existence; and there is a general unwillingness to accept as teachers those who do not possess, first of all, practical knowledge of ethics."

Who but a fanatic or a fool, can expect that the essential virtues of truth and honesty, sobriety and industry, shall flourish generally, in an atmosphere polluted with intemperance, vice, ignorance and superstition? Ignorance costs. Intelligence pays.

It is said, that when Arnold of Rugby rose in the morning, he was prepared to treat everything relating to the school as an open question. The truth was, he had opened his eyes upon a new world and upon a new day, and was ready to re-adjust all things to the new surroundings. This is the "new education."

LET us remember that ownership of books increases their power over the child's mind, and intensifies his interest in them.

Let all the four hundred thousand teachers in the United States take hold and read the *World* or the *Globe*. We send fifty-two *Worlds* and the *AMERICAN JOURNAL OF EDUCATION* for \$1.50; or fifty-two *Globes* and the *AMERICAN JOURNAL OF EDUCATION* for \$1.50.

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## RECENT LITERATURE.

PAUL H. HAYNE has prepared for the *Southern Bivouac* for March, an account of the defense of Fort Wagner, in Charleston Harbor. His description of the desperate assault made by the Federal troops under Col. Shaw, and its repulse, is very graphic.

THE *Chautauquan* for March reports the organization of over one hundred and forty new local circles of readers in the Chautauqua Literary and Scientific Circle. In addition to this it announces an organization in Russia of over three hundred and fifty persons, modeled on the plan of the Chautauqua Circle.

W. T. HARRIS, LL.D., of Concord School of Philosophy, begins in *The Chautauquan* for March a popular exposition of philosophy. Under his skillful handling the subject is literally being made "simple."

PROF. C. M. WOODWARD, Dean of the Manual Training School of Washington University, said in a lecture in Boston last week, "We have exploded the popular fallacies that the use of tools cannot be successfully taught at school; that a school which deals with manual exercise must manufacture for the market. The only article which we put upon the market is *evenly trained boys*. The article is a new one, and there is a great and growing demand for it."

CASSELL'S National Library, Cassell & Co., New York, is a contemplated series of weekly volumes at ten cents each, to embrace all departments of literature. The editor is Henry Morley, LL.D. The first of this series to hand is Silvio Pellico's "My Ten Year's Imprisonment." We have also received through C. H. Evans & Co. of St. Louis, the following Autobiography of Benjamin Franklin of this series.

Childe Harold's Pilgrimage, by Lord Byron.

The Complete Angler, by Isaac Walton.

My Ten Year's Imprisonment, by Silvio Pellico.

The Man of Feeling, by Henry Mackenzie.

When one can purchase the best authors in dime-volumes, of good paper and clear type, then this truly can be called the age of cheap reading.

"Papers of the American Association," volume 1, No. 4, just issued by G. P. Putnam's Sons, New York, contains an instructive and learned paper by Right Rev. G. F. Robertson, D.D., Bishop of Missouri, on 'The Louisiana Purchase in Its Influence Upon the American System.' The history of the government and of all that relates to that purchase, as well as what grew out of it, are detailed by the writer. It would be difficult to find so succinct and comprehensive an account of these important historical facts in any work with which we are acquainted.

## PHYSIOLOGY.

LIQUOR, beer, tobacco and other such like narcotics are so absolutely poisonous, and so fearfully deleterious to the physical and mental growth of children that fifteen States have already adopted laws compelling the study of scientific, temperance education.

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"How We Live," by James Johnston and Eugene Bouton, Ph.D. 50 cents. D. Appleton & Co., New York. Mrs. Hunt's "Temperance Physiology," 60 cents. And "The Child's Health Primer," 50 cents. A. S. Barnes & Co., New York. Excellent books. Up to the times. Endorsed by the Woman's Temperance Union of this country.

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"Hygienic Physiology," by Joel Dorman Steele, Ph.D. \$1.25. A. S. Barnes & Co., New York. Abridgement, 50 cents. Contains a large fund of information, illustrative experiments and suggestive "Practical Questions."

"The Laws of Health," by Jos. C. Hutchinson, M.D., LL.D. 65 cents. Clark & Maynard, New York. Full and accurate.

"First Lesson in Physiology and Hygiene," by Charles K. Mills, A.M., M.D. 60 cents. Eldridge & Bro., Philadelphia. A good book.

"The Human Body," by H. Newell Martin, D.Sc., M.A., M.D. 90 cents. Henry Holt & Co., New York.

"The Human Body and Its Health," Wm. Thayer Smith, M.D. 30 cents. Ivison, Blakeman, Taylor & Co. The statements are full and accurate.

Here, too, comes the *old reliable* "Lessons in Hygiene," by John C. Cutter, B.S., M.D. 50 cents.

"Comprehensive Anatomy, Physiology and Hygiene," by same author. \$1.00. J. B. Lippincott Co., Philadelphia. These are really new editions of old and popular works. They are especially valuable for their anatomy and physiology facts. They are, in fact, standard works.

"Practical Work in the School-Room—The Human Body, Part I," by Sarah F. Buckelew and Margaret E. Lewis. 75 cents. A. Lovell & Co., New York. This book gives very full instructions how to teach the subject, being a transcript of lessons given for years in a noted primary school.

"The Temperance Lesson Book," by B. W. Richardson. Paper, 25 cts.; cloth, 40 cts. "Alcohol and Hygiene," by Julia Colman. Paper, 30 cts.; cloth, 60 cts. "Boys' and Girls' Temperance Book," by H. L. Reade. 20 cts. The National Temperance Society and Publication House, New York. These books present the subject of temperance in a strong and popular light.

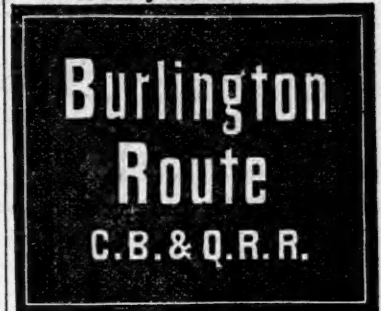
"First Lessons in Physiology and Hygiene," by Thomas H. Dinmore, Jr., Ph.D. Potter, Ainsworth & Co., New York, Boston and Chicago. This book is terse, strong and popular.

These books, all of them, should be put into the school and town libraries, and as far as possible, teachers should own them—but hold on, how can they when they teach for \$30 per month, or less, and only three months out of the twelve? \$90.00 a year! Talk about expending money for a library! or beginning a reading circle.

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GEN. SHERMAN intended to reply to Gen. Fry at the recent meeting of the Loyal Legion, at Cincinnati, but the sudden death of Gen. Hancock on the evening before changed the entire programme. Gen. Sherman then sent his carefully prepared address to the *North American Review* for publication. It will appear in the March number. So far Gen. Sherman has not gained credit to himself in this controversy.

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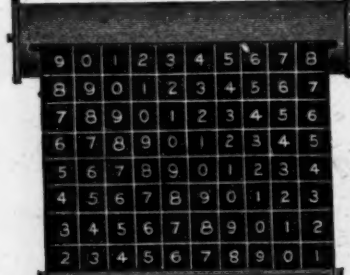
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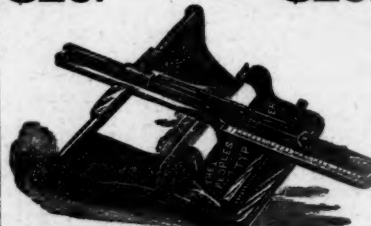
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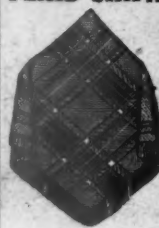
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